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| Lesson Title: | | Google Maps | | | | | | | | | |
| **Teacher:** | Michelle Vasquez | | **Hour:** | | All | | | | | | |
| **Week:** | Tri 2 | | **Date:** | | January 18 and 19, 2011 | | | | | | |
| **Unit:** | See the USA Project | | **Target Grade Level: 6th** | | | | | | | | |
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| **Learning Target(s):** | To read and interpret maps and identify cultures as well as physical and historical landmarks of U.S. states. Political, physical, and historical features of the U.S. Individual characteristics and unique attributes of different states. |
| **Criteria for Success:** | To read and interpret maps; research state specific information using a variety of resources; identify landmarks and know what states they are located; identify physical features of the United States;; calculate distance, plot a point of interest, and add an image to Google Maps |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| 1.1b interpret documents from multiple sources  1.2a Explain how people, cultures, and ideas interact  2.1b interpret regions of the Western Hemisphere | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | ISTE   1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency   6. Technology Operations and  Concepts |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Provide specific information about US States, cities, or landmarks |  | Final display of Google Maps will be linked to student’s See the USA blogs showing a travel path, several points of interest, images, and 30 to 50 word description of the points of interest. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students are grouped based on learning styles and interests. Students are given several learning options, which help students take in information and make sense of concepts and skills. |  | According to *Differentiating Instruction with Technology in Middle School Classrooms,* the use of technology can improve student performance when it is directly related to the curriculum. [[1]](#footnote-1)  Research also shows that student retention and understanding increase as students become more involved and engaged in the learning process, regardless of their learning type. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Google Maps Video, Google Maps |  | Google Maps rubric |

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| **Student Goal Setting Strategies** |
| Students look at map, number of states, and itinerary to make sure they are finding and assigning a point of interest for each state. Each member of the team is responsible for at least two points of interest. |

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| **Strategically Planned Questions** |
| What is a physical landmark? What is a cultural landmark? How do you add an image to Google Maps? How go you add a video to Google Maps? Do you need to cite your images? |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | For the map portion of the See the USA project, we are going to use Google Maps. | 1 min. |
| **Introduction** | Google Maps will allow you to chart your travel path, plot physical and cultural and points and interest, calculate distance, add images and videos, and write descriptions about your points of interest. | 2 min. |
| **Direct Teaching** | Log in to your See the USA gmail account. Go to maps, from there go to My Maps. Create a new map. Name the map, “See the USA Team\_\_\_\_\_” and check the box to make this map “unlisted”. On the right, select “edit” to start to add a description. In order to add images, you will need to search using Google. Please watch the “Google Maps” video again if you happen to get stuck. | 15 to 20 mins. |
| **Guided Practice** | Students will practice adding their first point of interest to their Google Map. | 15 min. |
| **Independent Practice** | Students continue researching, charting travel path, adding images, and writing 30 to 50 word descriptions on the cultural and physical landmarks of each of the states the travel teams travel through. | 45 mins.  Continue throughout project |
| **Closure** | Before the project ends, students will need to check their itinerary, maps, and rubric to make sure all states have a point of interest with an image and a 30 to 50 word description. Teams will need to present Google Maps and points of interests to all classes. | End of project |

1. Smith, Grace E., and Stephanie Throne. *Differentiating Instruction with Technology in Middle School Classrooms*. Eugene, Or.: International Society for Technology in Education, 2009. Print. [↑](#footnote-ref-1)